

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal **Mrs. Sharon Stenersen**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Camelot Elementary School**

(As it should appear in the official records)

School Mailing Address **4041 South 298th Street**

(If address is P.O. Box, also include street address)

Auburn

City

Washington

State

98001-1581

Zip Code+4 (9 digits total)

County **KING**

School Code Number* **N/A**

Telephone (**253**) **945-2504**

Fax (**253**) **945-2525**

Website/URL **<http://schools.fwps.org/cam/>**

E-mail **sstenersen@fwps.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Mr. Thomas Murphy**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Federal Way Public Schools**

Tel. (**253**) **945-2010**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board **Mr. Charles Hoff**

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----|---------------------|
| 23 | Elementary schools |
| 6 | Middle schools |
| 0 | Junior high schools |
| 4 | High schools |
| 2 | Other |
| 35 | TOTAL |

2. District Per Pupil Expenditure: \$7,436
- Average State Per Pupil Expenditure: \$6,795

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	4	16	7			
K	18	27	45	8			
1	28	28	56	9			
2	19	21	40	10			
3	31	17	48	11			
4	31	28	59	12			
5	34	18	52	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							316

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| _____ 70% | White |
| _____ 9% | Black or African American |
| _____ 7% | Hispanic or Latino |
| _____ 13% | Asian/Pacific Islander |
| _____ 1% | American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	303
(5)	Subtotal in row (3) divided by total in row (4)	.1848
(6)	Amount in row (5) multiplied by 100	18.48

8. Limited English Proficient students in the school: 18 %
56 Total Number Limited English Proficient
 Number of languages represented: 9
 Specify languages: Russian, Punjabi, Spanish, Ukrainian, Polish, Swahili, Samoan, Tagalog, Philipino
9. Students eligible for free/reduced-priced meals: 60 %
 Total number students who qualify: 183

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %
10 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>2</u> Developmental Delays

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>6</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>29</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: 22

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.2%	95.4%	95.4%	95.4%	95.2%
Daily teacher attendance	95.8%	93.2%	%	%	%
Teacher turnover rate	25%	23%	17%	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

At Camelot Elementary, we believe in high achievement and focus our decisions on that goal. Although we work hard, Camelot is also a magical place: school children enter their classrooms through doors with medieval designs and visit the Tower (office), Great Hall (gym, lunch room), and Librarium; teachers meet in the Round Table; and the principal's office is Merlin's chamber. At monthly celebration assemblies, exemplary student citizens are ceremonially "knighted". The hard work and wonder intertwine.

This environment has a child-friendly base, but we are grounded in a purposeful, proven learning approach. Our focus is on the whole child—not just curriculum, important as it is, but also on life skills, such as responsibility, respect, and integrity. With this foundation, students are prepared to be independent thinkers and life learners who can and do understand standards and set goals to meet them. We believe that learners will be motivated—and successful—when they can experience a sense of achievement, treating people with and receiving respect, as well as learning to use their freedom to make appropriate choices for success.

How do we make this happen? One way is by constantly anchoring ourselves to words and actions that emphasize this focus in new ways. Each year, we select a child-centered theme that focuses on our common beliefs. These themes start with the love we have for children and reinforce ways to build their self-esteem and empower them to confidently improve their own lives, minds, and sense of community. Some years ago, for example, staff shared the story of how geese fly in a V with the leader changing and each member's job being to encourage the leader and one another; geese collaborate for the good of all and so should we. A few years later the compass was the symbol of our theme to keep our destination in mind for student success and not to waiver far from the path, which could be easy when there is so much to do. This year our symbol is a jar with large rocks inside, then small pebbles added, and finally sand; in the demonstration with children the message came to life as they realized that the big rocks had to be first or they would never fit. The big rocks stand for our most important traits to develop: integrity, trustworthiness, respect, responsibility and self-esteem. These themes serve as memorable anchors for our efforts to connect with one another for high achievement in academics and behaviors.

A second way we make this happen is through our building on relationships, attitudes, and learning. There is a quote you will hear often at Camelot: "You must reach a child to teach a child." The entire faculty has participated in days of workshops designed to instill "high trust" throughout the school so that we build the relationship that allows the child, and all of us, to be successful.

Finally, we have a coordinated network of programs driven by student academic needs. Our classroom approach is differentiated instruction; accelerated learning programs supplement the offerings. For example, Camelot has before-school and after-school extended learning in reading and math, a homework club, and several sections of summer school.

Camelot has a rich tapestry of cultures and backgrounds: many are immigrants who may not speak English at home, and 60% are from families of limited economic means. We are responsible for ensuring that they all are successful. Camelot strives to be a "most congenial spot" within the community. We are connected with our hearts for children and a passion for learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

Camelot Elementary students have performed at high levels on the state assessment in reading and math for the past few years. The Washington Assessment of Student Learning (WASL) requires students in grade 4, 7, and 10 to demonstrate their knowledge, skills and understanding in each of the identified essential academic learning requirements (EALRs). The format of the assessment includes multiple-choice and short answer questions as well as extended response, essay, and problem-solving tasks. It is frequently described as testing “what you know and are able to do.” The staff focuses on the EALRs in the daily instruction and uses formative assessment data to guide the next steps for students in grades K-5 – always working to help students across the grades and across the curriculum to build towards success. The WASL is an assessment that we believe measures the real world of how the student can perform for life learning, so it also serves as an instructional program that has meaning for the students in their every-day life.

Research reports that students who are in families of poverty are consistently lower performers; Camelot students do not fit that profile. As our poverty rate has increased (38.4 % in 2000-01 to 59.0% in 2003-04) our scores in reading and math have been more successful. In fact, in those four years we experienced a 20% gain in poverty. At the end of the period, reading was at 91.8 % meeting standard (14% gain) and math was at 69.4% meeting standard (22% gain).

Investigating the disaggregated data on reading assessment over time, we have noted some areas that needed to be addressed. In the past few years' comprehension in literary text and informational text is a relative weakness. By using the data from assessments and professional observation, we determined that as a school with a high ELL (English language learners) population and a high poverty level, vocabulary and fluency are the two areas that have the biggest influence on success in comprehension.

In math our data indicated that our students needed to improve in the content areas of math such as number sense and measurement. Increasing computational fluency is one of the ways we have adapted to address this deficit. Games of all kinds as well as hands-on strategies and movement activities with rhythm and different thinking methods are all being employed to improve computational fluency. In the ELL population we find that numbers are a common language and our fun with math is universal in that sense. We have annual events in the evenings for families with both reading and math; the turnout for these is quite good (34%); math is the favorite for the ELL families.

The Iowa Test for Basic Skills (ITBS) has been administered to students in grades 3 and 6. This assessment breaks down the information for reading by vocabulary and comprehension and highlighted the need for us to focus in these areas. In math we generally have students in the 50th percentile range. Both norm referenced and criterion referenced assessments are used to provide us information about student weaknesses and strengths as we plan instruction for improvement in these core academic skills. The teacher-designed performance assessments are also considered for day-by-day instruction. Collaboration of staff across the grades with assessment data supports the continuity of skill development. For example, a diagnostic tool was developed to test every student's level of reading fluency; the DIBELS program is now used for the assessment, and individual teachers can also use the monitoring prompts in between for on-going data after using interventions and thus check for effectiveness.

National, state, district and building assessments, both formal and informal, supplement the teacher's classroom assessments identifying the success of instruction and practice. The assessment results may be found at <http://schools.fwps.org/cam/> as well as the state education

website: www.k12.wa.us. In all programs – general education, gifted education, and special education – assessment data is what drives instruction at Camelot.

2. Using Assessment Results

Camelot teachers and staff take many steps to help ensure that assessment data are an integral part of all aspects of instruction. District-wide assessment tools include the Iowa Test of Basic Skills (ITBS) in grade 3, the Gates-McGinitie for grades 2-5, district grade level assessments K-5, the Diagnostic Reading Assessment for grades K-2, and the Washington Assessment of Student Learning (WASL) in grade 4. This collection of data is used as indicators to reveal individual, group, or whole class needs. This initial data is the basis for design of instruction developed by teams during grade-level meetings and whole staff “data focus” days.

At Camelot there are many improvement opportunities for students not meeting standards. Teachers are trained in differentiated instruction to ensure that students receive appropriate instruction within the classroom. When needs for additional support are identified, programs such as our extended learning opportunity (ELO) and Title programs provide focused instruction both in pull-out sessions during the student day, as well as sessions before and after school. These programs involve certificated staff and para-professionals working with small groups and in individual tutoring sessions. Some students in grades 3-5 demonstrate that they are highly capable in academics, leadership, or the arts; they receive supplemental opportunities to thrive within the school’s gifted education program.

Using the data regarding our needs for increasing fluency and vocabulary development, the staff has studied professional publications such as *Strategies That Work* and *Words Their Way* to discover techniques to develop vocabulary and ways of organizing thinking in students. Teachers focus attention on specific vocabulary used most commonly in the state test, basic sight words, and grade level lists through word-walls, spelling drills, and classroom instruction/practice. *Read Naturally* and *Accelerated Reader* are used to motivate reading. The high interest and active participation builds the fluency. Parents support the improvement by having their children read for 20 minutes each evening; the collaboration related to these specific needs works for success.

3. Communicating Student Performance

Camelot’s practice is to communicate information about student performance with three key audiences: students, their parents, and the community at large. Each of these audiences requires its own approaches. With the expectation that students are responsible for their own learning, teachers train students to lead the student/parent/teacher conference. Students describe their progress, including what they need to do if they are not performing to standards. Any staff member may issue “I was caught doing something good” awards, which are often included as part of morning announcements. Students who have demonstrated reliable behaviors of responsibility in the many arenas of the school program are “knighted” at school-wide celebration assemblies, which are monthly events showcasing the students in reading, writing, and the arts. Student work is displayed in common areas of the school; at times classes will go on walks to “read the walls”.

Parents receive information about student performance in many ways. At orientation on the first day of school, they receive specific information about the standards students will be expected to meet at each grade level. Specific evening events are set up, such as regular PTA meetings, a “WASL night” which explains the fourth grade state test, and several reading and math nights. Teacher notes, phone calls and e-mails provide real-time feedback. Since about one-quarter of Camelot’s parents may speak little or no English, Camelot has para-educators who interpret and translate information (Russian, Ukrainian, and

Spanish). The school also has a web site and a monthly newsletter for on-going information with the parents and community.

Camelot's emphasis on communicating with the community goes beyond those who have children in school. A special effort is made to notify the news media, and within the past year; stories about Camelot students have appeared in Seattle, Tacoma, and Federal Way newspapers. Besides using the news media, Camelot students take messages about their success directly to members of the public. For example, one intermediate level class each year takes on a special citizenry project called "We the People." After learning about the decision-making processes in this country's three-part governmental system, they research topics and make presentations to local members of the State Legislature, the judiciary, and various government agencies.

4. Sharing Successes

The staff at Camelot is enthusiastic about education and about students. We strive to seek opportunities to share and to exchange ideas, strategies, and thinking. Frequently in the past few years district training and presentations were implemented by our staff with expertise in reading (training para-educators and teachers), technology (teaching technology as a tool for learning and supplementing curriculum with integration of software programs), union representatives (on collaboration and practical leadership tips that bring student success), and math (leaders in grade level groups across the District). Staff are frequently the master teachers or mentors for high school students interested in the profession, pre-service college students, and graduate interns in principal and psychologist programs.

Sharing of successes continues quite naturally as the District brings those with similar roles together for training, information, and collaboration (for example, principals, reading specialists, special education staff, etc.) We have engaged in deeper collaboration with others in two different areas where we study the impact of practices for success: 1) oral fluency assessment K-5 and 2) "high trust" psychology practiced in common ways throughout the building. With oral fluency, we have worked with 4 schools for 4 years to aggregate assessment data, share ideas, and celebrate successes. In trust psychology, our enthusiasm has grown over three years with the success it brings. We have influenced whole school staffs to embrace it and included a host of others who have afterward found that this approach changes attitudes, actions and language, bringing greater success for adults and students alike.

The sharing with educators outside our district has included phone conversations and visitations. We receive numerous requests for information about academic successes, instructional strategies, management of students, and successful team collaboration of staff. Recently a visit of 12 staff from a school in a neighboring district allowed both schools to benefit. The Camelot community believes that we are ambassadors for our school and for public education.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum and Student Engagement

Guiding Camelot's curriculum are the state's Grade Level Expectations (GLEs) and district standards. These expectations and standards encompass all areas of the curriculum and dictate the content, understandings, processes, and skills needed for student achievement at every grade level. They are an integral part of decisions made by every teacher about what to teach and how to teach it.

Camelot's motto, "Every Student a Reader," emblazons the staff t-shirts, captures the atmosphere of the school, and reflects what we hold dear. Reading instruction is integrated throughout the curriculum and is conducted every day using a five-component model for instruction. Programs which motivate students to read include "reading buddies," a series of family reading nights, reading competitions called Battle of the Books, motivated read-a-thons called Read and Lead, reading clubs, and visits by authors of children's literature. All of these programs build skills and motivate students to become life-long learners; they are necessary for our population of highly diverse language learners.

In math we follow a combination of programs implemented by the District. Scott Foresman and *Investigations* programs provide students with a balanced approach of mastery of skills and a hands-on exploration of mathematical concepts that promotes self-discovery and higher-order thinking. To further support growth many of our staff link math instruction with kinesthetic expression and music to reach all learners. Camelot also has after-school and pull-out small group instruction based on student need to ensure that every student is mastering mathematical thinking in grades 3-5. This year the staff created a scope and sequence math vocabulary by grade-level according to state standards and assessments.

Camelot uses the program *Step Up to Writing* as its main instructional tool for writing. Our state assessment, WASL, not only requires that students have the ability to apply proper grammar and mechanics, but also requires that they demonstrate the ability to synthesize information and write coherently. Camelot's writing curriculum includes teaching organization, drafting, and revising skills as well as components of quality text. Students learn to write for authentic purposes such as personal and professional letters, summaries, narratives, and report writing, which are integrated into all aspects of the curriculum.

Science and health curriculum is focused on hands-on discovery. Science kits, which expose children to grade-level appropriate scientific information, and a program called *The Great Body Shop* are the main components of our program. These allow for exploration, a foundation for an understanding of the physical world, and learning of techniques of scientific observation to apply in the world at large.

Social studies, the arts, and physical education are also valuable parts of the curriculum and are integrated with other instruction in a variety of ways. Specialists in physical education and music incorporate high levels of goal setting and skill standards into the curriculum including extra-curricular activities that deepen student learning (i.e. Honor Choir, Minstrel Choir, and a walking fitness program called Mileage Club at lunch recesses). Our social studies curriculum combines both a traditional sequence of instruction and integration with a large variety of other programs to provide students with an understanding of history, its relevance, and our social world. Building on our tradition of Camelot, each year our school carnival is called a "Renaissance Faire," and students learn about the art, music, and drama of the period as a prelude to carnival activities. Student assemblies have focused on such related topics as the life of Leonardo Da Vinci. Similarly, art is integrated in a cross-curricular approach designed to develop deeper understandings in literature, social studies, and science.

2. Reading Curriculum

Camelot's students read every day using an approach that has five different instructional modes. They are: 1) guided reading, which is generally small group instruction, 2) whole class instruction, 3) read aloud, 4) independent reading, and 5) 1:1 reading with the teacher. Houghton Mifflin is the adopted core curriculum for grades 1 through 5. It was chosen because it provides a focus both in fiction and non-fiction, which we believe motivates more reading in Camelot's diverse population of students. Our demographics and our experience with Camelot kids led us to adopt *The Letter People* as our Kindergarten core curriculum. So many of our students have little access to letters, words, books (and even English) before age 5 years; the letter people (inflatable characters representing one letter of the alphabet) are embraced literally and figuratively into their school experience. This curriculum engages the young child in song, rhyme, story and imagination and has phonemic awareness, explicit phonics, vocabulary, and great literature. For students K-2 who have needs with acceleration in phonemic awareness and explicit phonics, we supplement our instruction with Open Court, a basic phonemic and phonics program for the early reader.

The teacher is the most critical component in reading instruction. The knowledge of reading instruction and strategies, a complete knowledge of every student, and an enthusiasm are key in integrating reading instruction across the curriculum. Research-based supplemental reading materials include *Soar to Success*, *9 Good Habits*, *Language!*, *Read Well*, Big 6 Information Processing Skills, *Read Naturally*, tutorial based on *Reading Recovery*, *Accelerated Reader*, and selected book sets for literature circles. English as a second language, speech, special education, AmeriCorps, and Title I teachers all use these supplemental materials. These programs and staff all work together across grade levels to ensure that students have the skills to learn how to read and read to learn.

3. Math Curriculum

It is fundamental to use a complete and well-rounded math program. We find it important to build curiosity, have relevance to the learner, allow for empowerment through goal setting, involve a high level of challenge and rigor, be developmentally appropriate, and address differing learning styles.

With these goals and beliefs our school enthusiastically supported the district adoption of a traditional Scott Foresman math text and the *Investigations* program developed by TERC (formerly known as Technical Education Research Centers). We believe that by using the Scott Foresman text and *Investigations* in unison, we are able to provide a well-balanced approach to the learning of concepts and application of skills. The Scott Foresman text is designed to support students with understanding and spiraled practice of fact mastery and comprehension of concepts. The *Investigations* program allows students to learn and practice the tools needed to analyze, synthesize, apply, and evaluate ideas using mathematics.

Considering the different needs of students, supplemental programs are added or designed to meet developmental stages of all students. We have aligned our programs K-5, focused on math vocabulary and computational fluency at all grade levels, provided support classes during and after school, and added daily and/or monthly routines that integrate and reinforce instruction. Using these strategies throughout the grade levels allows students familiarity and consistency and provides them resources for recall of facts needed in higher-level mathematical problem solving. As a result we have seen a growth in math curiosity, a higher ability to compose and decompose numbers, and the ability to provide written explanations of the strategies used to solve problems. These programs used together allow students to experience hands-on exploration of mathematical concepts that have relevance to the learner, promote self-discovery, and develop higher-order thinking and application to the "real world."

4. Instructional Methods

Camelot teachers and support staff are masters at designing instruction which addresses the multiple needs, intelligences, and styles of the students. Students are highly engaged whether in whole class, flexible groups or individual instruction. Research-proven materials and best practices are used to improve comprehension and retention of learned skills.

Data provides a starting point for assessing our students' prior knowledge and provides a base to identify the specific needs and individualized approach needed for students to succeed.

The collaboration of teachers and specialists in reading, math and special education provide instruction, support, and encouragement. Supplemental programs used for those who are struggling learners include *Soar to Success*, *Open Court*, *Language!*, *Read Well*, and *Read Naturally* for reading. Hands-on activities, use of manipulatives, links to music and kinesthetic expression are methods enhancing the learning in math and reading. Teaching students learning protocols, graphic organizers and simple rubrics provides a sound structure and continuity for learning whether they are at school or elsewhere.

Technology is also used across all subject areas. With these tools and skills the students are building life-learning skills, which apply outside of the campus.

Teachers encourage parents to volunteer, tutor, and act as partners in instruction. Workshops are offered by staff to build the skills of the parent in the teaching and supporting role for their children at home. These have included the making/playing of reading and math games, read-aloud techniques, and reading and math drill techniques. Students at risk are offered summer school classes, which focus solely on reading and math. Support for students who are having difficulty in social and emotional domains is available during the day. The development of cultural competence is a focus for our school community. The English language learners (ELL) program has teaching staff for those identified, but we believe all of us need support for greater understanding and appreciation of the world cultures represented on our campus.

5. Professional Development

Professional development for the staff is critical in order to build student success. Our focus is aligned with the district and the state expectations. Therefore, our staff development is designed after assessing student needs and determining the capacity of the staff to bring students to the high level of those expectations.

The District curriculum department determines the focus for staff development, specifying a common level of skills and understandings. This involves using best practices in reading and math instruction which include extensive training in newly adopted curriculum (the past two years it has been in math), an understanding of the impact of poverty on our students, and clarity about the standards. Staff identified two specific needs of our learning community for additional focus: 1) an emphasis on vocabulary, oral language and print for our students who come with limited access, and 2) building the individual--empowering each student to take responsibility for learning and to know he/she is capable.

The district expectations and the needs of our student population are then coupled with the skills, attitudes, and gifts of staff serving those students. Differentiated instruction is one of the strategies employed to help all students meet the standards. Our focus on thinking skills, intelligent behaviors, and learning styles engages all students towards the goals. Collaborative studies in best practice have included *Mosaic of Thought*, *Words Their Way*, *Strategies that Work*, and *Differentiated Instruction*. Guest experts have enhanced our skills (this year: Ruby Payne research taught by Paul Slocumb and math ways of thinking we learned from University of Washington Professor Elham Kazemi).

We use staff meetings and grade level meeting times to continue our learning together. This is a dynamic profession; our students challenge us each day with their needs and gifts, making our work with them stimulating as we strive for the success of every student.

PART VII - ASSESSMENT RESULTS

Subject: **Reading**

Grade: **3**

Test: **Iowa Test of Basic Skills - (ITBS)**

Edition/Publication Year: **1996**

Publisher: **The Riverside Publishing Co.**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	49	59	44	54	45
Number of students tested	56	53	55	53	62
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1.Economically Disadvantaged*					
2.White	54	58	51	55	48
Number of students tested	41	37	34	42	46
3.American Indian	-	-	-	-	-
Number of students tested	0	0	0	0	0
4.African American	24	48	22	47	19
Number of students tested	5	5	10	5	3
5.Hispanic	21	81	18	51	35
Number of students tested	1	4	2	2	5
6.Asian/Pacific Island	48	57	50	58	47
Number of students tested	8	7	9	4	8
7.Unknown	12	-	-	-	-
Number of students tested	1	0	0	0	0

Subject: **Math**

Grade: **3**

Test: **Iowa Test of Basic Skills - (ITBS)**

Edition/Publication Year: **1996**

Publisher: **The Riverside Publishing Co.**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	51	77	59	55	55
Number of students tested	54	53	54	52	62
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1.Economically Disadvantaged*					
2.White	56	76	62	54	56
Number of students tested	40	37	34	41	46
3.American Indian	-	-	-	-	-
Number of students tested	0	0	0	0	0
4.African American	21	64	29	33	42
Number of students tested	4	4	9	5	3
5.Hispanic	28	97	60	53	44
Number of students tested	1	4	2	2	5
6.Asian/Pacific Island	50	68	76	82	64
Number of students tested	8	8	9	4	8
7.Unknown	30	-	-	-	-
Number of students tested	1	0	0	0	0

Subject: **Reading**

Grade: **6**

Test: **Iowa Test of Basic Skills - (ITBS)**

Edition/Publication Year: **1996**

Publisher: **The Riverside Publishing Co.**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES	N O 6 T H G R A D E R S				
Total Score		56	44	57	51
Number of students tested		74	55	51	55
Percent of total students tested		100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1.Economically Disadvantaged*					
2.White		59	51	62	58
Number of students tested		50	34	36	42
3.American Indian	G R A D E R S	-	-	70	34
Number of students tested		0	0	2	2
4.African American		53	22	28	41
Number of students tested		5	10	5	1
5.Hispanic		40	18	48	25
Number of students tested		8	2	3	3
6.Asian/Pacific Island		50	50	56	28
Number of students tested		11	9	5	7
7.Unknown		-	-	-	-
Number of students tested		0	0	0	0

Subject: **Math**

Grade: **6**

Test: **Iowa Test of Basic Skills - (ITBS)**

Edition/Publication Year: **1996**

Publisher: **The Riverside Publishing Co.**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	N O 6 T H G R A D E S	59	59	56	54
Number of students tested		74	54	51	49
Percent of total students tested		100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1.Economically Disadvantaged*					
2.White		60	62	58	59
Number of students tested		50	34	36	38
3.American Indian		-	-	71	20
Number of students tested		0	0	2	2
4.African American		57	29	28	46
Number of students tested		5	9	5	1
5.Hispanic		49	60	32	9
Number of students tested		8	2	3	1
6.Asian/Pacific Island		60	76	69	43
Number of students tested		11	9	5	7
7.Unknown		-	-	-	-
Number of students tested		0	0	0	0

Subject: **Reading** Grade: **4** Test: **Washington Assessment of Student Learning - (WASL)**

Edition/Publication Year: **Revised Annually**

Publisher: **The Riverside Publishing Co.**

On the Washington Assessment of Student Learning students are reported by Level of Proficiency: Level 1 is "below standard" (this equates to below basic). Level 2 is "approaching standard" (this equates to basic). Level 3 is "standard" (this equates to proficient). Level 4 is "exceeds standard" (this equates to advanced).

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

		2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month May						
SCHOOL SCORES						
% At or Above Basic		97.9%	100.0%	98.2%	98.4%	95.8%
% At or Above Proficient		91.8%	85.4%	87.3%	77.8%	66.0%
% At Advanced		55.1%	33.3%	47.3%	15.9%	17.0%
Number of students tested		49	48	55	63	47
Percent of total students tested		100.0%	100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed		0	0	0	0	0
Percent of students alternatively assessed		0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES						
1. Economically Disadvantaged*						
% At or Above Basic		97.0%	100.0%	98.2%		
% At or Above Proficient		90.9%	85.4%	87.3%		
% At Advanced		45.5%	33.3%	49.1%		
Number of students tested		33	48	55		
2. White	% At or Above Basic	96.7%	100.0%	97.7%	100.0%	100.0%
	% At or Above Proficient	93.5%	93.5%	88.4%	80.4%	72.2%
	% At Advanced	58.1%	29.0%	51.2%	15.2%	22.2%
	Number of students tested	31	31	43	46	36
3. American Indian	% At or Above Basic	100.0%	0.0%	0.0%	0.0%	0.0%
	% At or Above Proficient	100.0%	0.0%	0.0%	0.0%	0.0%
	% At Advanced	100.0%	0.0%	0.0%	0.0%	0.0%
	Number of students tested	1	0	0	0	0
4. African American	% At or Above Basic	100.0%	100.0%	100.0%	75.0%	66.7%
	% At or Above Proficient	87.5%	40.0%	100.0%	25.0%	33.3%
	% At Advanced	37.5%	20.0%	50.0%	0.0%	0.0%
	Number of students tested	8	5	4	4	3
5. Hispanic	% At or Above Basic	100.0%	100.0%	100.0%	100.0%	100.0%
	% At or Above Proficient	100.0%	66.7%	80.0%	100.0%	0.0%
	% At Advanced	66.7%	33.3%	20.0%	20.0%	0.0%
	Number of students tested	3	3	5	5	1
6. Asian/Pacific Island	% At or Above Basic	100.0%	100.0%	100.0%	100.0%	100.0%
	% At or Above Proficient	83.3%	88.9%	66.7%	75.0%	75.0%
	% At Advanced	50.0%	55.6%	33.3%	25.0%	0.0%
	Number of students tested	6	9	3	8	4
7. Unknown	% At or Above Basic	0.0%	0.0%	0.0%	0.0%	66.7%
	% At or Above Proficient	0.0%	0.0%	0.0%	0.0%	33.3%
	% At Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Number of students tested	0	0	0	0	3
STATE SCORES**						
	% At or Above Basic		92.0%	93.9%	93.5%	92.8%
	% At or Above Proficient	74.4%	66.7%	65.6%	66.1%	65.8%
	% At Advanced		25.3%	27.0%	27.4%	27.0%

**2004 grade 4 reading and math scores for the state are not yet available except at proficient level.

Subject: **Math** Grade **4** Test: **Washington Assessment of Student Learning - (WASL)**

Edition/Publication Year: **Revised Annually**

Publisher: **The Riverside Publishing Co.**

On the Washington Assessment of Student Learning students are reported by Level of Proficiency: Level 1 is "below standard" (this equates to below basic). Level 2 is "approaching standard" (this equates to basic). Level 3 is "standard" (this equates to proficient). Level 4 is "exceeds standard" (this equates to advanced).

*At this time Washington State Office of the Superintendent of Public Instruction (OSPI) does not disaggregate individual student scores for low income, but rather defers to the school wide Title I report of all students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month May					
SCHOOL SCORES					
% At or Above Basic	87.8%	91.6%	96.3%	77.3%	76.6%
% At or Above Proficient	69.4%	70.8%	63.6%	47.6%	44.7%
% At Advanced	51.0%	25.0%	29.1%	17.2%	6.4%
Number of students tested	49	48	55	64	47
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0.0%	0.0%	0.0%	0.0%	0.0%
SUBGROUP SCORES					
1. Economically Disadvantaged*					
% At or Above Basic	84.9%	91.6%	96.3%		
% At or Above Proficient	66.7%	70.8%	63.6%		
% At Advanced	45.5%	25.0%	29.1%		
Number of students tested	33	48	55		
2. White					
% At or Above Basic	87.0%	96.8%	95.4%	78.3%	77.8%
% At or Above Proficient	71.0%	74.2%	60.5%	50.0%	52.8%
% At Advanced	58.1%	22.6%	30.2%	21.7%	2.8%
Number of students tested	31	31	43	46	36
3. American Indian					
% At or Above Basic	100.0%	0.0%	0.0%	0.0%	0.0%
% At or Above Proficient	100.0%	0.0%	0.0%	0.0%	0.0%
% At Advanced	100.0%	0.0%	0.0%	0.0%	0.0%
Number of students tested	1	0	0	0	0
4. African American					
% At or Above Basic	87.5%	80.0%	100.0%	25.0%	33.3%
% At or Above Proficient	50.0%	40.0%	100.0%	25.0%	0.0%
% At Advanced	25.0%	0.0%	50.0%	0.0%	0.0%
Number of students tested	8	5	4	4	3
5. Hispanic					
% At or Above Basic	66.7%	66.7%	100.0%	100.0%	100.0%
% At or Above Proficient	66.7%	33.3%	40.0%	60.0%	100.0%
% At Advanced	66.7%	0.0%	0.0%	0.0%	100.0%
Number of students tested	3	3	5	5	1
6. Asian/Pacific Island					
% At or Above Basic	100.0%	88.9%	100.0%	87.5%	100.0%
% At or Above Proficient	83.3%	88.9%	100.0%	37.5%	0.0%
% At Advanced	33.3%	55.6%	33.3%	12.5%	0.0%
Number of students tested	6	9	3	8	4
7. Unknown					
% At or Above Basic	0.0%	0.0%	0.0%	0.0%	66.7%
% At or Above Proficient	0.0%	0.0%	0.0%	0.0%	33.3%
% At Advanced	0.0%	0.0%	0.0%	0.0%	33.3%
Number of students tested	0	0	0	0	3
STATE SCORES**					
% At or Above Basic		79.2%	78.6%	71.8%	66.7%
% At or Above Proficient	59.5%	55.2%	51.8%	43.7%	41.8%
% At Advanced		24.0%	24.8%	28.4%	29.9%

**2004 grade 4 reading and math scores for the state are not yet available except at proficient level.